

Role Games as a Learning Method

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Abstract: In article are considered problems of using the role-playing games in educational process, are shown ways and means of their overcoming, is proved efficiency of the given methodical way for development of students' abilities for independent creative thinking, decision-making on workplace issues and situations, reasoned expression of the ideas, fast adaptation and work modeling in the team.

Keywords: role-playing game, social conflict, goal of the game, classification, phase, conduction, creative thinking.

Introduction. Labor created man. It was in labor and for labor that the wagoners developed human feelings and will in the course of history. Labor is the main type of human activity, which is of decisive importance both for society in the body and for each individual person. Through his work, a person enters society, creates the material and spiritual values necessary for all people - clothes, houses, cars, books, paintings and much more. The creation of socially useful things (products of labor) is the main feature of labor that distinguishes it from other types of activities.

In labor and for labor, human forms of communication arose, in joint labor people began to unite among themselves, to enter into certain relations. In our society, work is predominantly collective. Labor for people and labor together are two sides of its social nature. Labor, like any other activity, is characterized, first of all, by its motives and goals. The goals of labor are determined by the needs of society as a whole, by the values it needs. This applies not only to the widespread types of industrial and agricultural labor, but also to labor in science and art. In all cases, it is the creation of products labor required by society. But the motives by which people are guided in work can be very different. They directly depend on the structure of the society in which a person lives and works. In a socialist society, the main motive for labor is based on an understanding of its true significance for people. This is a desire to benefit society, to make the life of all people better and happier. The education of such a motive is the main content of the education of the communist attitude to work. An essential place in the motives of labor is also love for one's work, obtaining satisfaction from the very process of labor and its results.

Discussion. Creativity brings people the greatest satisfaction. scientific work, the process of which includes the setting of new goals, the search for new means and ways to achieve them. The use of the term labor> in psychology should be distinguished from its everyday use, when labor refers to any activity for which efforts are expended. So, they often say: "Educational work." From the point of view of scientific psychology, this expression is meaningless: learning activity is a special kind of activity. ness, significantly different from labor. A game. Like learning, the game arose in the course of human stories as a form of preparing children for life in society and work. Playing children are like baby animals playing. A child rocking a doll, a kitten chasing a ball of wool, etc. But this is purely superficial. The playing child imagines that the doll is a baby, but the kitten does not walk in a ball of wool that looks like a mouse. It's just that he is characterized by "hunting" movements from birth, which can be manifested by the redmet with respect to any suitable size In addition to role-playing, there are also graphic game forms, stage

performances (short scenes, conscious picking up of events, for example, from everyday school life), psychodrama (for the treatment of mentally disturbed patients, playing one's own role), sociodrama (joint processing of an important conflict for the group), simulation game (rational development of reality-oriented conflict resolution strategies for a serious situation), business game (game flow according to the presented plans / information: finding a reality-oriented solution in simplified conditions). They have in common: a model recreation of reality; model reconstruction of reality; metacommunication throughout the course of the game, primarily in the assessment of learning / learning through self-awareness; connection of the cognitive with the emotional; social contacts and perception (as opposed to educational tools such as books, films).

Resume: The article is devoted to the importance of role play in teaching foreign students studying Russian at a technical university, as one of the most effective methods for introducing new material.

It is known that a number of teaching methods have been developed in pedagogy aimed at ensuring the active activity of students in the learning process: problem-based learning, business games, role-playing, contextual learning, etc. These methods help not only to educate with high quality, but, first of all, to develop the potential personality. Modern education aims to prepare students not only to adapt, but also to actively master situations of social change. In the Russian language lesson for non-Russian students, a special place is occupied by forms of classes that ensure active participation in the learning of each student, stimulate verbal communication, and contribute to the formation of interest and desire to learn a foreign language. These problems can be solved with the help of game teaching methods. In the game, the abilities of any person, and especially a student, are fully manifested. The game is a specially organized activity that requires tension of emotional and mental strength. The game involves making a decision - what to do, what to say, how to win? The desire to solve these questions sharpens the mental activity of students. And if the students at the same time speak a foreign language, the game opens up rich learning opportunities. Philosophers and writers have worshiped the mystery of the game for centuries. Shakespeare considers "the stage of life" and "the world is a theater" in which "women, men are all actors. They have exits, exits. And everyone plays more than one role. We should recall the often quoted statement of F. Schiller: "... A person plays only when he is a person in the full sense of the word, and he is completely a person only when he plays."

According to psychologists, coding information in writing in any languages is a very difficult task. When creating written information, the mechanism of writing consists, firstly, of the elements of the formation of sound information, and secondly, of the conversion of the sound code. The first element of this process is a varied and complex activity; planning the grammatical and semantic aspects of a written (oral) sentence, grammatical implementation of the sentence and selection of words [3].

And then he adds that, nevertheless, "no rules adopted in the game make it possible to predict all moves, all possible options, i.e. it turns out that the game is both a repository of norms that preserve the stability of being, and a school of socialization, readiness for the unpredictability of life" [2]. On the one hand, the game is a rather rigid structure, since it requires the participants to comply with the rules that determine its course. On the other hand, the rules of the game, while limiting degrees of freedom, allow, however, various improvisations and variability of behavior. In a role play, participants are asked to "play" another person or "act out" a particular problem or situation. Role-playing game is a method belonging to the group of active methods of teaching practical knowledge of the Russian language. A role-playing game is a conditional reproduction by its participants of the real practical activities of people, creates conditions for real communication. As the linguist Z.A. As Potikha writes, "What happens in a developing society is reflected in language" emerging new concepts require new words and names [4].

The effectiveness of training here is primarily due to an explosion of motivation, an increase in interest in the subject. Being entertainment, recreation, the game is able to grow into learning, creativity, a model of human relations.

These techniques help:

- ✓ Development of imagination and critical thinking skills;
- ✓ Development of the ability to clearly express one's attitudes, opinions and values;
- ✓ Putting into practice a different line of conduct;
- ✓ Putting into practice the ability to solve problems;
- ✓ Cultivating empathy for others.

Role-playing games can perform several functions, including:

- ✓ Motivation to study the topic;
- ✓ Illustration of some problem before discussion or analysis of this problem;
- ✓ The method of developing any practical skills.

Conclusion. Thus, role-playing games increase attention, interest, improve perception and increase motivation for learning.

Optimization (from Latin optimus-‘best’) in general terms means choosing the best, most favorable option from a variety of possible conditions, means, actions, etc. If the optimization is transferred to the learning process, then it will mean the choice of such a methodology that provides the best results with the minimum time and effort of the teacher and students under certain conditions[5].

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